DOCUMENT RESUME

ED 022 784 TE 500 157

By-Braddock, Richard
ADVANCED STANDING PROGRAM: HOW IOWA COLLEGES AND UNIVERSITIES WILL DEAL WITH STUDENTS IN 1966-1967.
Iowa Council of Teachers of English.
Spons Agency-Iowa State Univ., Ames, Iowa.
Pub Date [Sep 66]
Note-7p.
Journal Cit-Iowa English Yearbook; n11 p13-19 Fall 1966
EDRS Price MF-$0.25 HC-$0.36
Descriptors-ADVANCED PLACEMENT, *ADVANCED PLACEMENT PROGRAMS, COLLEGE BOUND STUDENTS, *COLLEGE FRESHMEN, ENGLISH, ENGLISH INSTRUCTION, *ENGLISH PROGRAMS, *HIGHER EDUCATION, *STUDENT EVALUATION
Identifiers-Iowa

Procedures for granting freshmen advanced standing in English at eight Iowa colleges and universities are briefly described. At Central College, Drake University, Mason City Junior College, State College of Iowa, University of Iowa, and Wartburg College, students who have participated in the high school Advanced Standing Program are automatically granted credit for Freshman English courses if they have the proper high school recommendation and if they pass a proficiency test. Grinnell College has no regular freshman composition course, but will consider granting credit for literature courses to Advanced Standing students on the basis of interviews and examinations. At Iowa State University, especially qualified freshmen are invited to enroll in an advanced English program in lieu of the regular courses. (BN)

IOWA ENGLISH YEARBOOK

Number 11 Fall 1966

ADVANCED STANDING PROGRAM: HOW IOWA COLLEGES AND UNIVERSITIES WILL DEAL WITH STUDENTS IN 1966 - 1967

Richard Braddock
The University of Iowa

NOTE: Although they may not have established procedures dealing specifically with ASP students, colleges and universities other than those listed below frequently have procedures for granting advanced standing and college credit for the kind of instruction and practice students receive in Advanced Standing English. If an ASP student will attend a college or university which does not have a statement included here, he is advised to consult the catalog of that institution and to write to the Director of Admissions about the possibility of receiving advanced standing and college credit. He is also advised to take with him when he registers a copy of his ASP teacher's one-page description of the course with a notation at the bottom indicating how well he performed in the course.

TE 500 157 ED022784

CENTRAL COLLEGE, Pella, Iowa 50219
ASP Representative: Professor James R. Wilson

Beginning with the Summer Session of 1966, an entering student who has had in his senior year of high school the type of preparation sponsored by the Advanced Standing Program in English may receive college credit for that preparation if two conditions are fulfilled:

1. At least two weeks before the student registers at the College for the first time, his Advanced Standing English teacher sends a letter (usually through the Advanced Standing Program Organization) to the Director of Admissions stating that the student has had Advanced Standing work in English in high school and recommending that the student be permitted to take the Freshman Composition proficiency examinations.

2. The student satisfies the English 111R requirement in whole or in part by doing very well on the proficiency examination offered during the first semester. Inquiries concerning the Advanced Standing Program in English may be addressed to the Chairman, English Department, Central College.

CLARKE COLLEGE, Dubuque, Iowa 52001
ASP Representative: Sister Philip Mary, B.V.M.
(Statement not yet received)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DRAKE UNIVERSITY, Des Moines, Iowa 50311
ASP Representative: Professor Curtis C. Page

The ASP student coming to Drake should indicate early his desire to demonstrate his proficiency by examination. The examination will be given on the Drake campus (in extraordinary circumstances, at his home school) at a time convenient to the candidate after he has indicated interest. It will call for an essay of at least one thousand words, written in a three-hour period, on a subject chosen by the candidate from a considerable list. The examining committee will assure that the list is relevant to the content of the student's high school ASP work as summarized by the teacher in a one-page description of the course (usually circulated through the Advanced Standing Program Organization). The list will predominantly require literary analysis.

After the examining committee reads the essay, the student will be placed in the Drake program at one of the following points:

1. He will be assigned to Regular English 1 and 2 or Advanced English 1 and 2.
2. He will be granted 3 semester hours of credit and assigned to Advanced English 2.
3. He will be granted 6 semester hours of credit and excused from English 1 and 2.

If the student is granted 3 semester hours of credit, he will be encouraged to take English 58 during his second semester. If the student is granted 6 semester hours of credit, he will be encouraged to take English 57 during his first semester and then, on the recommendation of his instructor, either English 58 or a 100-level course in English. (English 57 and 58 are the two-semester sequence, Masterpieces of Literature, each semester dealing with about six "great books," stressing structure, idea, cultural context, and influence. Either semester may be taken without the other as a prerequisite.)

Advanced Placement Program

If a student has had Advanced Placement English in high school, earns a grade of 5, 4, or 3 on the APP examination in English, and has his examination forwarded to Drake, he may receive 6 semester hours of credit and be excused from English 1 and 2. Such a student is encouraged to take English 57 during his first semester and then, on the recommendation of his instructor, either English 58 or a 100-level course in English.

GRINNELL COLLEGE, Grinnell, Iowa 50112
ASP Representative: Professor M. M. Liberman

Other than the help in Writing Laboratory which it requires for students having difficulty with writing, Grinnell does not require freshman composition. Grinnell does support the Advanced Standing Program in

English, however, and is willing to consider - through examination and interview - the desirability of granting credit in literature to a student who has had Advanced Standing study in one of those areas and who writes well. Although the ASP student will be identified from the recommendation and ASP course description submitted by the ASP teacher (usually through the Advanced Standing Program in English), the student should, on his first visit to the campus, request of the Director of Admissions information about the examination and interview.

IOWA STATE UNIVERSITY, Ames, Iowa 50010
ASP Representative: Professor Richard L. Herrnstadt

The regular Freshman English program at Iowa State University consists of three courses - English 101, 102, and 103 - each of which meets for three one-hour periods a week, and each of which carries three quarter-hours of credit. Students enrolled in that program earn nine credits for the year's work. Most students entering Iowa State University take English 101, 102, and 103.

A few especially well-qualified Freshmen (about 3-4%) are invited to enroll in an advanced English program in lieu of the regular courses. This advanced program consists of two courses - English 131 and 132 - each of which meets for three one-hour periods a week, and each of which carries five quarter-hours of credit. Students enrolled in the advanced program earn ten credits for two-thirds of a year's work. English 131-132 is very different from the regular 101-2-3 program - different texts and intellectually more "mature" and more complex writing assignments.

Advanced Standing Program students attending Iowa State University will be given special consideration for enrollment in English 131-132. A strong recommendation from a secondary school teacher who has attended a summer institute for ASP teachers will be the primary factor in selection. We will, of course, look at the scores made on tests taken during Freshman Orientation Week (Minnesota Scholastic Aptitude Test, Cooperative English Test) and will ask the student for a writing sample, the same as for non-ASP students who are candidates for English 131-132. (The sample consists of a two-hour expository paper based on a relatively short reading selection.) It should be emphasised, however, that the recommendation from the secondary school teacher will be the most important consideration.

In all of this we are thinking primarily of what is best for the students educationally. That is, we feel an obligation to offer the very best students something *special* in helping them to become even better writers and readers and thinkers. At the same time, we wish to remain as flexible as possible. If experience with the ASP suggests that another way might be better for the students involved, we will alter the foregoing accordingly. For example, we may eventually wish to have especially able ASP students take but one term of the English 131-132 sequence. In that case, we would still wish to grant the full ten quarter-hours of credit.

Teachers of ASP students who plan to attend Iowa State University should send their recommendations to Mr. Wayne A. DeVaul, Director of Admissions, 104 Beardshear Hall, with a copy to the Chairman of Freshman English, 210 Pearson Hall, Iowa State University, Ames, Iowa.

MASON CITY JUNIOR COLLEGE, Mason City, Iowa 50401
ASP Representative: Professor Marie Scholekamp

Tentative Plan:

APPLICATION FOR ADVANCED STANDING STATUS
Mason City Junior College, Mason City, Iowa

Name_____ Date_____

High School_____

I wish to apply for Advanced Standing Status at the Mason City Junior College to receive a maximum of eight (8) semester hours of college credit.

At least two weeks before I register I will present to the Director of Admissions, Mason City Junior College, a letter from my high school advanced standing English teacher stating that I have had advanced standing work in English in high school and that I am recommended to take the writing and speaking proficiency examination.

My ACT record shows a 90% tile evaluation (National College Bound Norms) or above in English and Social Studies (reading).

_____
(Name)

- - - -

2. ASP students in their first semester will enroll in no more than fifteen semester hours, exclusive of freshman composition.

3. Each ASP student will be assigned to a staff member who has been designated an ASP Tutor. The Tutor will work individually with the student. The number of meetings and the number of papers will be worked out between the Tutor and the ASP student.

4. At any time during the semester the Tutor may recommend to the Registrar that the ASP student receive five semester hours of credit in freshman composition. As soon as this recommendation is made, the student will have completed his composition requirement. The Tutor and student may, of course, continue to meet.

   Should an ASP student not have performed well enough through the semester to have been recommended for five hours of credit at the end of the semester, the Tutor will give him three hours of credit and recommend that he enroll in English II, the regular second semester composition course.

UNIVERSITY OF IOWA, Iowa City, Iowa 52240
ASP Representative: Professor Richard Braddock

Any student entering the University of Iowa who is assigned to the Rhetoric 10:3 course (the accelerated course) on his Admission Statement is encouraged to try to satisfy the Rhetoric requirement by examination at the beginning of his first semester on campus. Any entering student who is known to have had Advanced Standing or Advanced Placement English during the twelfth grade is automatically assigned to 10:3 (a 4 semester hour course)—instead of to 10:1 (and subsequently to 10:2, for a total of 8 semester hours).

The Rhetoric proficiency examinations consist of two extemporaneous examinations, one in writing and one in public speaking. For the theme examination, the student selects one of the half a dozen broad topics presented to him, narrows it to a more manageable subject about which he has some knowledge, and writes an argumentative paper of at least 450 words on a proposition related to the narrowed subject. He is given two hours to do this in a supervised situation; he is permitted to consult a dictionary supplied by the examination proctors but is not permitted to consult any sources or notes he himself provides. For the speech examination, the student selects one of the dozen broad topics presented to him, narrows it as with the theme examination, and outlines or otherwise prepares notes which will help him deliver an argumentative speech of some four minutes on the subject. After fifty minutes provided for such supervised preparation, the student joins eight or nine other students who take turns delivering their speeches before each other—and before two instructors who rate the speeches independently. The entire speech examination—preparation, delivery, and listening to the speeches of the other students—takes about two hours. As with the theme exam, the student

is supplied with scratch and note paper; he should bring nothing to the examination but pencil or pen.

If the student earns at least a B on each examination, he is excused from Rhetoric, drops the 10:3 course, and enrols immediately for some other course—usually one of the 4 semester hour Literature Core courses. If the student earns at least a B on the theme examination but not on the speech examination, he drops 10:3 and is required only to complete satisfactorily Principles of Speech (36:25), a 2 semester hour course offered by the Department of Speech and Dramatic Art. If the student earns at least a B on the speech examination but not on the theme examination, he transfers from 10:3 to Rhetoric 10:4, a 2 semester hour accelerated course in writing, and has satisfied the Rhetoric requirement when he completes that course with at least a B or, lacking that, earns at least a C- on the theme examination given at the end of the semester to students earning less than B in the course. If the 10:3 student earns less than B on both exemption examinations given at the beginning of the course, he takes 10:3 without prejudice.

A student who tests out of Rhetoric without taking a Rhetoric course receives no academic credit in Rhetoric unless he qualifies as an Advanced Standing or an Advanced Placement student.

Advanced Standing Program

An entering student who has had in his senior year of high school the type of preparation sponsored by the Advanced Standing Program in English may receive college credit for that preparation if two conditions are fulfilled: (1) Before the end of the last semester of his senior year, his Advanced Standing English teacher sends a letter to the Coordinator of the Rhetoric Program stating that the student has had Advanced Standing English in high school and recommending the student for college credit. If the teacher has more than one such student he is recommending, he may list them all in one letter. Usually such a list is circulated through the Advanced Standing Program Organization. (2) The student satisfies the Rhetoric requirement in whole or in part on the 10:3 examinations described above. If he earns at least B on both examinations, he receives 4 semester hours of credit toward graduation; if he earns at least B on but one of the examinations, he receives 2 semester hours of credit toward graduation.

Advanced Placement Program

An entering student may have had in high school the type of preparation sponsored by the Advanced Placement Program under the College Entrance Examination Board. If such a student takes in high school the APP examination in English and has his results forwarded to the University of Iowa, he may receive college credit. If he earns a "2" on the exam, he receives 2 semester hour of credit; if he earns a "3," he receives 3 semester hour of credit; if he earns a "4" or "5," he receives 4 semester hour of credit. *Receiving such credit, however, in no way exempts him from the Rhetoric requirement; he must enroll in 10:3 and, if he wishes, attempt to satisfy the Rhetoric requirement by taking the 10:3 examinations described above.* The reason for this is that some high school APP classes, even though they have the students write frequently, afford relatively little instruction in writing—and rarely instruction

in argumentative writing, which is considered an important aspect of the Rhetoric course at the University of Iowa.

ASP and APP

Some students have been in twelfth grade classes associated with both ASP and APP, with the taking of the APP exam optional. If a student in such a class is certain that he is going to enter the University of Iowa, there may be little point in his taking the APP exam with expectation of obtaining college credit from both ASP and APP, for the University of Iowa grants a maximum of 4 semester hour of credit for advanced work in high school English and exempts no one from Rhetoric without taking the 10:3 examinations.

Scheduling the 10:3 Exams

The 10:3 exams are given at the beginning of each semester. For the fall and spring semesters of 1966-67, they will be given during the afternoon before the first day of classes. For the summer sessions of 1966 and 1967, they will be given in the 10:3 classes during the first two days of class. For the details of the times and places, see the Rhetoric entry in the University of Iowa *Schedule of Courses*. A student may take either the theme or speech exam, or both, or neither. But all 10:3 students are encouraged to take both. If they write and speak well enough to exempt themselves from Rhetoric but still wish more instruction and practice, they may take advanced courses in writing or in speech, or, if they prefer, take 10:3 even though they are not required to do so.

VENNARD COLLEGE, University Park, Iowa
ASP Representative: Vice President Merne A. Harris

(Statement not yet received.)

WARTBURG COLLEGE, Waverly, Iowa 50677
ASP Representative: Professor Philip A. Kildahl

Beginning with the Fall Semester of 1966, an entering student who has had in his senior year of high school the type of preparation sponsored by the Advanced Standing Program in English may receive college credit for that preparation if two conditions are fulfilled: (1) at least two weeks before the student registers at Wartburg College for the first time, his Advanced Standing English teacher sends a letter (usually circulated through the Advanced Standing Program Organization) to the Director of Admissions stating that the student has had Advanced Standing work in English in high school and recommending that the student be permitted to take the Rhetoric proficiency examinations and (2) the student satisfies the Rhetoric requirement in whole or in part by doing very well on the proficiency examinations offered before the course begins. Inquiries concerning the Advanced Standing Program in English may be addressed to the Director of Admissions, Wartburg College.

Copyright, 1966, by
IOWA STATE UNIVERSITY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Iowa State University TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."